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ABSTRACT

This paper describes a program that prepares recent immigrants and refugees, currently living in the community, to become certified classroom teachers. The Newcomers-Extended Teacher Education Program (ETEP) provides opportunities for recent immigrants and refugees who have completed a bachelor's degree in their home nation or the United States to become certified teachers through a rigorous, graduate level teacher certification program spread out over 2 years (which allows time for socialization to the U.S. schooling system and for developing English writing skills). It is designed around several core commitments: school-university partnerships for linking theory and practice, extended mentored internships, and embedded assessment system, and a cohort structure. After discussing the importance of a diverse teaching force, noting ways to recruit minority teachers, and describing program design, the paper focuses on a study of program successes and challenges. Data came from surveys of course instructors and mentor teachers, mentor interviews, and the author's experience as the ETEP program coordinator. Obstacles encountered included standardized teacher tests, hiring practices, cross-cultural communication, mentor-mentee expectations, and classroom management. Benefits included having minority teachers in the classrooms, which motivated both students and mentor teachers. (Contains 54 references.) (SM)

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Newcomers Entering Teaching -

A Program Created for Recent Immigrants and Refugees

to become Certified Teachers

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If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place. -- Margaret Mead

The growing diversity of students in the public school systems is impacting every corner of our nation (Garcia, 1995). The need for a teaching force that reflects this demographic student profile is evident, (Darling-Hammond & Sykes, 1999; Scheetz, 1995). The challenges for identifying, supporting, and preparing individuals from diverse backgrounds to become teachers are numerous. In an era of rapid educational reform, ensuring the successful transition of diverse teachers into the classroom is challenging.

The challenges of attracting a diverse, well-qualified pool of potential teachers exist in every region of our nation including Portland, Maine. Portland is a designated federal refugee and immigrant resettlement area. There in particular, meeting the needs of a rapid influx of students from all over the world has challenged the schools and community for nearly 15 years.

In 1998, community leaders representing major ethnic groups came together to call for a diversity in the teaching population that would mirror the growing student population. These leaders also sought opportunities for members of their own ethnic communities to return to teaching. Many of the recent immigrants and refugees had been teachers in their home nations and were potentially a valuable resource to the Portland Schools.

The call from these community leaders was heard by the Portland Public School District. Miriam Remar, the Director of Elementary and Secondary Education in Portland, spearheaded the response and assembled a design committee of key players from the school district, leaders in the immigrant and refugee community, and the University of Southern Maine (USM). The Portland Public Schools (PPS) and USM had a long-standing partnership for teacher preparation through the Extended Teacher Education Program (ETEP), and for continual teacher development and renewal through the Southern Maine Partnership[1] The Southern Maine Partnership is aligned with the professional development school model (Holmes, 1990) and the National Newcomers-ETEPwork for Educational Renewal (NNER)[2].

After a year of planning, the Portland Public Schools and USM designed an initial program called Newcomers-ETEP - Newcomers Extended Teacher Education Program. An open-house information session was held in January of 1999, to which nearly 40 potential applicants came.

The Newcomers-ETEP program came into being after a year and a half of planning and has been significantly refined through reflective practice for the four years it has been operating. The program provides opportunities for recent immigrants and refugees who have completed a bachelor's degree in their home nation or in the United States to become certified teachers through a rigorous, graduate level teacher certification program. The ETEP program was modified to be spread out over two years rather than nine months. The extended time allows additional time for socialization to the schooling

[1] http://www.ed.gov/pubs/PromPractice/chapter6.html)

[2] http://depts.washington.edu/ccdren/NationalNewcomers-ETEPworkForEducationalRenewal.html)

system in the United States and to develop academic writing skills in English. For financial reasons, the additional time is also necessary as many of the participants are the primary breadwinners for their families both here and abroad and therefore need to be able to be able to earn an income as well as attend school.

The purpose of this paper is to present a program that is preparing recent immigrants and refugees, currently living in the community, to become certified classroom teachers. These immigrants and refugees are uniquely capable of responding to many of our diverse student population. This paper begins with a literature review of recruitment and program design for the preparation of minority teaching candidates, followed by description of the program design of the Newcomers-ETEP program. This is followed by a brief description of data collection and analysis about the successes and challenges of the program. It continues with descriptions and evidence of the successes of the program and concludes with a consideration of the challenges identified and areas for further research.

Literature Review

The Newcomers-ETEP program is unique in targeting immigrants and refugees from such a variety of countries and backgrounds. This paper is framed by the theory of sociotransformative constructivism (Rodriquez, 2002) to examine the program structures that promote the shift in educational philosophy of students schooled in other nations to prepare to teach in learning-centered classrooms (Darling-Hammond, 1992; Darling-Hammond et al., 1993; New York State Education Department, 1994).

The program's goals to prepare a teaching force that reflects the growing diversity of the student population is shared by many communities in the United States. The literature review looks at recruitment of minority teachers and program development for retention and success of minority teachers. In this literature 'minority teachers' most frequently refers to African-American and Hispanic teachers who were born and raised in the public school system in the United States. The experiences of the Newcomers-ETEP students are unique because they were not born and raised in the United States, but they provide much of the same richness of experience of other minority groups, and they also experience the challenges and barriers experienced by other minority groups in the United States.

Sociotransformative Constructivism

Teacher education is widely recognized as a process of socialization into the profession (Richardson, 1996; Zeichner & Gore, 1990). This is particularly true when preparing immigrants and refugees, who were raised in authoritarian societies in which the governments controlled the curriculum and dictated what teachers were to transmit to their students (Weintroub, 1996), to teach in progressive, constructivist classrooms. The life experiences of being schooled in one educational system and the influence of the "apprenticeship of observation" (Lortie, 1975) is recognized to have a strong influence on potential teachers.

The theory of sociotransformative constructivism merges multicultural education with social constructivism (Gergen, 1995) and provide for a sense of agency that allows for the conscious and intentional transformation of philosophical beliefs by students. "Agency is defined here as the conscious role that we choose to play in helping to bring

about change for the benefit of all and especially for the benefit of those who occupy disadvantaged positions in comparison with ours" (Rodriguez, 2002, p.1020). In the context of the Newcomer-ETEP program the impetus for the program creation was a social justice agenda of providing opportunities for under-served communities. The notion of agency also frames the power of the students in the program to be active constructors of their learning through intentional reflection and their interaction with their newly found social context in their adopted country.

There are many elements of the Newcomer-ETEP program design that promote the socialization process. The program is cohort based, provides substantial time in the schools with mentor teachers, and course assignments force reflection on the classroom experiences.

Need for a Diverse Teaching Force

Many researchers, practitioners, policy makers, and parents have called for a teaching force that reflects the growing diversity of the student population (Darling-Hammond & Sykes, 1999; Scheetz, 1995; Shure, 2001; Stephens, 1999) including a recent thematic issue of *Educational Leadership*, May 2001.

> Minority teachers who can reflect the diversity of the student body are desperately needed. These teachers serve as role models for all children, bring diverse perspectives to the classroom, and contribute to schools that reflect the multiethnic and multicultural communities of American society"
>
> Recruiting New Teachers http://www.rnt.org/facts/minority.html

The call from the parents and community leaders in Portland, Maine was for a teaching force that reflected the ethnic and linguistic diversity of the rapidly changing student body. The parents and leaders stated that they wanted role models for their children. They believed that teachers from their communities would understand their children in unique ways and be able to help their children be more successful than would teachers born and raised in the United States.

There is research that supports what these parents were calling for. However, most of the research on the influence of minority teachers in American schools is about African-American, Hispanic, and Asian-American teachers who were born and raised in the United States (Quiocho & Rios, 2000). Christine Sleeter (1992) talks about minority teachers in schools in the United States who were raised in the United States.

> We believe that ethnic minority teachers bring sociocultural experiences that, in the main, make them more aware of the elements of racism embedded within schooling, more willing to name them, and more willing to enact a socially just agenda for society (generally) and schooling (specifically). (As cited in Quiocho & Rios, 2000, 487).

The focus of this paper however, is on the preparation of recent immigrant and refugees who represent racial, cultural, and linguistic minorities who bring different life experiences from the minority teachers who were raised in the United States. The immigrants have very different sociocultural experiences from people born and schooled in the US. The immigrant teacher may be able to bring the sociocultural experiences of immigration and refugee experience to the classroom for the refugee and immigrant children. However, this connection can only be inferred as it has yet to be researched.

The parents' call for minority teachers to serve as role models for their children has been explored in the research and plays out in many ways. Sheets (2000) found in her review of the literature that the "role-model hypothesis...while prevalent is unsubstantiated" (p. 3). Irvine's (1989) research does support the need for role models however her research is on minority teachers in the United States but her findings may translate to the immigrant and refugee teachers.

> Because of their success in schools and, presumably, in their home culture, it is believed that the experiences minority group teachers bring will help them to be empathetic toward and skilled in crossing cultural and linguistic boundaries in school contexts (As cited in Quiocho and Rios, 2000, p. 488).

Crossing cultural and linguistic boundaries is a theme that arises repeatedly in the literature. Many of the proponents of multicultural education (Delpit, 1995; Gay, 2000; Nieto, 1999) advocate that all teachers can become aware of teaching students the codes of power, the cultural capital that they need to be successful in the mainstream, corporate culture in the United States. Teachers who live bi- or multi- cultural lives because their home culture is not the mainstream, middle-class culture of the professionals in schools, may be able to model and guide students in how to be border crossers in bi-cultural contexts (Giroux, 1997; Hones, 1999).

All children may benefit from ethnically and linguistically diverse teachers, not just children who see their own diversity reflected. American parents who are open to global education see the value of having their children exposed to teachers from other lands.

> It is important to acknowledge what minority group teachers bring to Euro-American students, including positive images of people of color, a realistic understanding of our growing "multicultural" society (Shaw, 1996) and the sheer understanding of learning from people of different backgrounds. (As cited in Quiocho & Rios, 2000, 488)

The benefits of teachers who bring a global perspective to the classroom may be assumed by many but can be a tough sell to parents and teachers in a community that has been very homogenous and is experiencing a rapid change of demographics. The influence of minority teachers on Caucasian students has not been well researched or documented.

Teachers are not inherently able to respond to the needs of children from various backgrounds just by virtue of being a recent immigrant, refugee, or member of a minority group (Sheets, 2000). Neither are white, middle class teachers inherently unable to learn to respond to the needs of children from diverse backgrounds. Rather, as James Banks recommends, all teachers should be prepared to teach students from diverse backgrounds.

> ...an effective teacher education policy for the 21st century must include as a major focus the education of all teachers, including teachers of color, in ways that will help them receive knowledge, skills, and attitudes needed to work effectively with students from diverse racial, ethnic, and social class groups. (Banks, 1991, 135-136)

Teacher education programs need to not only focus on recruiting minority teachers but rather preparing all teachers to work with students from diverse backgrounds.

Recruitment Efforts

The need to recruit minority teachers to reflect the diversity of the student population has resulted in the creation of numerous programs and policies. One of the successful strategies has been to develop programs that support paraeducators (educational technicians, teacher assistants) to pursue their college education and teacher certification (Dandy, 1998; Genzuk and Reynaldo, 1998). In their study *Breaking the Class Ceiling: Paraeducator Pathways to Teaching*, Haselkorn and Fideler (1996) reviewed 146 programs nationwide that represented 43 colleges and 2,200 teacher candidates. The Newcomer-ETEP program was founded on tapping the human resource of paraeducators in the Portland Public Schools. The program has evolved to be more supportive by allowing paraeducators to continue to work in the schools while attending courses.

In designing programs to support minority candidates to enter the teaching profession, several factors have been identified related to success, peer group support financial aid, faculty mentorships, and working for social justice through multicultural education (Bennett, et.al., 2000; Yopp, et. al., 1992). The Newcomers-ETEP program is designed to provide financial aid, peer group support through cohort based design, and provides mentor teachers in the classrooms. Mentor teachers in the classroom are not the same as faculty mentorships for support in university based coursework, however, this has recently be explored by the faculty in the Department of Teacher Education.

Gonzalez (1997) studied six teacher education programs that focused on recruitment of minority teacher candidates. In asking the students their views, he identified a comprehensive approach of supports

> including a 'human dimension, using peer recruiters, promoting sustained school-based experiences, providing a 'bridge' to college, teaching 'how to learn' strategies, monitoring participant progress, emphasizing individual responsibility, meeting achievement standards, lowering bureaucratic hurdles, and portraying a different view of teaching." (As cited in Quiocho and Rios 2000, p.501)

The teaching candidates in the Newcomers-ETEP program require many of the same comprehensive supports. A couple of differences that arise from their status as recent immigrants and refugees is the need for English language supports in both oral and written communication. The need for a 'bridge' to college is less necessary because most of the Newcomer-ETEP candidates were highly successful students in their home nations. Rather, the need for support in negotiating the bureaucratic hurdles of international transcript analysis and university admissions is present.

Design of Programs

> Teacher education is one of the most explicit and direct socialization mechanisms used to induct teachers into the profession (Zeichner & Hoeft, 1996). The degree to which that induction is consistent with ethnic minority students' identity and their vision of schooling is often an important factor in whether the experience is facilitative or debilitative. (Quiocho and Rios, 2000, p.498)

Teacher education programs are provided with a challenging objective, the socialization of new professional. This becomes even more challenging when the previous schooling socialization of teacher candidates is so varied. In the ETEP program, the admissions

procedure explicitly screens applicants for an alignment of the philosophy of the program and the 'vision of schooling' of the applicant. The ETEP program admissions requires applicants to respond in an essay to the 'portrait of a teacher,' the program's explicit vision of what an excellent teacher looks like (http://www.usm.maine.edu/cehd/etep). In the case of the Newcomers-ETEP students the portrait of a teacher is often very different from what they experienced as students in their own K-12 schooling. The Newcomers-ETEP Steering Committee has had discussions about how much the Newcomers-ETEP students are expected to conform to the ETEP program as it has existed and how much the program should reflect on meeting the changing needs of its student body. The program has evolved and responded in some structural ways as we will look at later in this paper. However, these questions continue to be considered.

The ETEP program is designed around several core commitments that the faculty believe are essential to preserving a quality teacher preparation program. These core commitments are:

- School/university partnerships for linking theory and practice
- An extended mentored internship
- An embedded assessment system
- A cohort structure

The research on design of teacher education programs for minority teachers also supports the use of a cohort structure and mentors but offers some cautions (Quiocho and Rios, 2000; Yopp, et.al., 1992). The cohort structure is important for all teacher education students (Fallona, et.al. 2002; Pritchard Ross, 2000) but has been reported to be particularly important for minority teacher candidates. "Cabello and Eckmier (1995)

reported that development of a peer-based social network helped minority group student teachers in their study persist, minimize burnout, overcome feelings of isolation, and minimize feelings of being overwhelmed" (Quiocho and Rios, 2000, p.503).

The cohort structure supports the "dialogic conversation" that is part of the sociotransformative constructivism (Rodriquez, 2002, p. 1020). It allows students to know each other as individuals, build trust, have conversations reflecting on their school experiences, and be able to speak and listen as individuals situated in their social contexts.

The cohort structure also creates a sense of critical mass even when actual numbers and percentages of minority students compared to majority students are very small. The idea of a critical mass is that the school culture essential for productive learning, must allow minority students to 'feel comfortable as individuals' and not be isolated. The argument for a 'critical mass' of minority students in higher education has recently been argued before the U.S. Supreme Court in litigation of the University of Michigan's admissions program and affirmative action (Walsch, April 9, 2003). This research supports the equity of creating an environment conducive to learning for all students, similar to the Supreme Court case that legally eliminated school segregation through *Brown versus the Topeka Board of Education*.

Another issue widely considered vital to the success of teacher education students is identifying high quality, veteran teachers to serve as mentors (Holloway, 2002; Meyers and Smith, 1999; Torres-Guzman, 1996). However, the research cautions that the relationship between the minority teacher candidates and their mentors are especially

sensitive to the cross-cultural communication and expectations that are inherent in our diverse society.

> Cabello et al. (1995) showed that minority group students were negatively affected when there was insufficient communication and/or inconsistent communication between the university and participating school districts regarding field experience requirements. The relationship between the cooperating teacher and the minority group student teacher seemed to be vital to the overall quality of field-based experiences. (Quiocho and Rios, 2000, p.502-3)

The Newcomers-ETEP program has also found this to be true as will be discussed later in this paper.

In contrast, when teachers and schools value the experiences of the ethnically diverse teacher candidates as a resource for their schools everyone involved is strengthened - the teacher candidate, the teachers, and the students. "Jones, et. al (1997) reported that, 'When schools responded by...looking to them for the cultural capital that they brought, their experience was positive" (As cited in Quiocho and Rios, 2000, p. 503). This was also found to be true in the Newcomers-ETEP program particularly in the example of the middle school classroom that was studying immigration through Ellis Island and were able to compare the history to the present day experiences of their class intern who was himself a recent immigrant.

Program Design

The development and daily operation of the program has been guided by the Steering Committee described below. A major challenge has been identifying funding sources, which we are glad to report has been one of the successes of the program. A key component of the program has been the role of the coordinator who provided support and guidance to the participants. The Newcomers-ETEP program design has evolved over the four years of existence from 1999-2003. It is also adapted to fit the specific needs of each individual. However, there are several basic components of the design that are similar for most of the participants including admissions and course configuration.

Steering Committee

The program began after a year and a half of planning by the Steering Committee. The Steering Committee was made up of, the Director of Elementary and Secondary Education at the school district; the Dean of the College of Education and Human Development; the teacher education faculty member who coordinated the ETEP program in the district; the university coordinator of the English as a Second Language Programs; a member of the university Academic Advising center; and the Director of the university based Center for Workplace Learning. The Steering Committee grew to include the Newcomers-ETEP coordinator, the Director of Multicultural Affairs for the school district, the coordinator of ESL programs at the state Department of Education, and graduates of the Newcomers-ETEP program. The Steering Committee met on a monthly basis. The members of the Steering Committee volunteered their time.

Funding History

In 1999, a grant of $42,000 was received from the UNUM Foundation, a national insurance company with home offices in Portland. The grant funded a half-time Newcomers-ETEP coordinator's position, testing fees and tutoring for Praxis, and books for university courses. The Dean funded tuition for the university coursework for the Newcomers-ETEP participants.

In October of 2001, the state department funded the program through a Title III grant for $49,210. This money paid for a half time coordinator, testing and tutoring, and university tuition and books. This was refunded in March of 2003 for $83, 238. In October of 2002 the program received a 5-year Title III grant directly from the U.S. Department of Education for $261,000 a year. This grant included the Newcomers-ETEP program but was much more extensive. It aims to support the preparation of pre-service and in-service teachers for teaching students of diverse backgrounds through professional development for students and faculty and program reform; support teachers to earn their ESL certification endorsement; creating a graduate level certificate of study in multicultural competencies; and research and dissemination of the programs.

Role of the Coordinator

The program had a half-time coordinator from Aug 1999-Dec 2002. A primary responsibility of the coordinator was to identify and support potential Newcomers-ETEP participants to apply to the ETEP program. Potential Newcomers-ETEP participants were identified through the community networks, the school personnel office, and the open house in Jan 1999. Potential participants continue to contact the program

coordinators as a result of word of mouth in the community as well as articles on the program featured in the local newspaper and television station.

Two of the three coordinators were familiar with the immigrant and refugee communities through their work with many recent immigrants and refugees at a local food packaging company where they provided training in English and computer skills supported by federal grants and industries. The familiarity of the coordinators with the needs of these individuals from many countries and knowledge of community resources and supports proved to be very valuable. They worked with the university to identify appropriate course work and tutoring to help the Newcomers-ETEP participants complete liberal arts requirements and enrich their content area backgrounds.

The role of the coordinator expanded with the state level funding to include pursuing other funding sources. The coordinator spear-headed the grant application that was funded by the U.S. Department of Education in October 2002. With this funding her position become the Director of the Multicultural Learning Programs. An Assistant-Director was also hired with the expansion of the program.

Admission

Admissions is a two stage process. Candidates are admitted first to the Newcomers-ETEP program and later to the ETEP program. For admission to the Newcomers-ETEP program candidates must: hold a Bachelor's degree; demonstrate competency in conversational and academic English, both spoken and written; meet the pre-requisite content area courses for the desired area of teacher certification as designated by the state department of education; and demonstrate a commitment to

teaching and working with children and adolescents. The Newcomers-ETEP coordinator meets with interested candidates and provides supports for the candidates to meet these criteria. These supports include filing and paying for international transcripts to be analyzed, recommending courses for ESL college writing and content area courses to be enrolled in. The coordinator helps candidates apply for scholarships for the courses and has paid for some courses. The coordinator also advises candidates on how to gain access to the schools by applying for para-educator positions. Most of the candidates are employed by the Portland Public Schools as language facilitators, educational technicians, or parent/community specialists and are preparing to apply to the ETEP program.

To be fully admitted to the ETEP program, the Newcomers-ETEP participants must meet the same entry criteria as native born applicants to the graduate level program. They must hold a bachelor's degree, have completed the required subject area courses for their area of certification as designated by the Maine State Department of Education, pass the Praxis I exam, demonstrate commitment to teaching, and complete the ETEP program application, which requires an essay and annotated resume (http://www.usm.maine.edu/cehd/etep). The Newcomers-ETEP coordinator works with the participants to help them meet all of the entry requirements of the ETEP program. These supports include providing tutoring and testing fees for Praxis I and tuition for content area coursework

Course and Internship Configuration

The Newcomers-ETEP program is a modification of the nationally recognized ETEP program. It maintains the 33 graduate credits combined with extensive time in a

mentored internship setting. The primary modification is that the program has been extended over two-years. The two-year plan allows Newcomer-ETEP students to continue working in the public schools as language facilitators and educational technicians (paraprofessionals), taking courses with the ETEP cohort after school. The Newcomer-ETEP students take university courses part-time for three semesters, and full-time along with the internship for the fourth semester. This allows them to continue to work full-time for the school district for all but the final semester (see Table 1).

Essential components of the ETEP program have been preserved in the two-year plan. As an outcomes-based program, the completion of the "shared assessments" allow students to demonstrate competency in the program outcomes. For example, in the first fall semester Newcomer-ETEP students take the Life Span and Exceptionality courses in which the major project is a case study of a Portland Public Schools student. Through this case study, the graduate students demonstrate their ability to apply theories of human development to the life of an individual K-12 student. This case study provides the assessment through which the graduate students demonstrate competency in the program outcome number one - knowledge of child and adolescent development.

Table 1

Elementary Teacher Certification Newcomers-ETEP Two-Year program

	Fall Term	**Spring Term**	**Fall Term**	**Spring Term**

coursework	Life Span Dev. Exceptionality	Science Methods	Seminar I Math Methods Writing Dev. Reading Dev.	Seminar II Social Studies Methods Internship in Elem. Ed.
assessments	Case Study Praxis 1 test		Journal Philosophy Statement	Curriculum Unit Portfolio Video taped lessons

Secondary Teacher Certification Newcomers-ETEP Two-Year program

	Fall Term	**Spring Term**	**Fall Term**	**Spring Term**
coursework	Life Span Dev. Exceptionality Reading/Writing in the Content Areas		Seminar I Curriculum Design Content Methods	Seminar II Teaching Strategies Internship in Sec. Ed.
assessments	Case Study Praxis 1 test		Journal Philosophy Statement	Curriculum Unit Portfolio Video taped lessons

The Newcomer-ETEP program culminates in a full-time 15-week internship, combined with 9-12 credits of university coursework. The 12 weeks of fieldwork required of the ETEP students in the fall semester is modified for Newcomers because they are already working in the public schools directly with students and teachers as

language facilitators, educational technicians, and parent/community specialists. Through their employment with the school district, Newcomer-ETEP students have access to students and classrooms which allows them to complete their university course assignments and practica.

Data Collection and Analysis

Data regarding the program successes and challenges was collected through several methods. University based course instructors were e-mailed a set of five questions regarding the benefits and challenges of having Newcomer-ETEP students in their graduate courses. All five instructors provided e-mail responses. Mentor teachers who hosted Newcomer-ETEP students in their classrooms were also asked questions about the benefits and challenges of having Newcomer-ETEP students in classrooms. Two mentor teachers were interviewed by telephone and one responded by e-mail. There have been eleven mentor teachers involved in the program as of spring of 2003.

The primary source of data is the author's first hand experience as the coordinator of the ETEP program who works in connection with the Newcomers-ETEP program as advisor, field supervisor, course instructor, and is a member of the Steering Committee. In addition, graduates of the program have contributed e-mail and have read and responded to this paper.

The categories below emerged from the data and most of the program challenges were supported in the literature on programs developed for the recruitment and preparation of minority teachers. Many of the program successes need to be more widely elaborated and substantiated to strengthen the support of development of similar

programs. Many of the challenges in the program result in identifying questions for further research.

Program Successes

The goal for teachers and teacher educators is to make a difference in the lives of children. We often do not see the results of our efforts for many years. The Newcomers-ETEP program is lucky enough to have been in existence long enough to begin to see some of these results. The following is a recent e-mail from a Newcomers-ETEP graduate (an Asian woman) who had a student from her internship talk with her a year later.

> I was at the Portland High school tonight for their annual International night for the show and it was so great!! Anyway, while I was in the hallway during intermission I heard this voice, "Miss Indonesia!" When I turned around I saw this very familiar face but I could not think of her name. Well, she came to me and gave me a hug!! Then she told me her name! It almost floored me because she was the girl who used to get in trouble daily!! She swore at me in her language several times but I did not send her to the office, instead I kept her inside with me several times. She is one of the Asian girls and with a filthy mouth. I cried!! She told me she is now in ninth grade and has good grades!! I took her aside and looked at her closely!! Then she gave me another hug and told me that I was the one who turned her around. She said that she remember what I told her during those hateful recesses when she could not go outside. She said that I told her that she needed to change her ways to be somebody, otherwise she

would end up in the gutter. Her mother used to cry when I spoke with her about her daughter. She was at the end of her wits. But her mother told me that her daughter was a good girl before they had to move to the US. So she remembered what I told her!! Amazing huh? This made me glad that I decided to stay there with them even though I had to do a longer time during ETEP. This made it worth the while for me, Flynn. I thought I share that with you. I feel so good that at least this one turned around because of me. I told her that I was worried about her at that time. She looked at me really curiously to make sure I was not just saying that. I really worry about her!! (e-mail from Newcomer-ETEP graduate, March 30, 2003)

For this child it made all the difference to have a teacher who cared, from her culture who knew her language, and who knew that success was a possibility.

The Newcomer-ETEP program has supported ten candidates thus far to pursue their teacher certification. Of these four are in the first year of the program, another is completing her internship in the second year of the program. Two graduates have completed the program and are in the second year as full-time classroom teachers in ESL classrooms. Another graduate has been hired to coordinate the Project Safe and Smart after school program at one of the elementary schools. Two other graduates returned to their jobs as parent-liaisons at the Multilingual Center with the school district.

The Newcomer-ETEP program has received continued funding through the US Department of Education, National Professional Development Program, English Language Acquisition for five years for $1.2 million as part of the Multicultural Learning

Programs. The program has also spurred funding for the Portland School Department through the State of Maine Department of Education for culturally and linguistically diverse para professionals to pursue their education to possibly apply to Newcomers-ETEP in two or three years.

The reputation of the program is growing locally through word of mouth, television, and newspaper articles. In the spring of 2003 there were 23 applicants for the Newcomer-ETEP program including two applicants who held doctorates. The program is seen as a way to provide opportunities for professional recognition, the possibility to make a difference in the lives of children and our public schools. One of the recent applicants from Togo has a doctorate in French from France. He has been teaching at a competitive private liberal arts college, at a private high school, and as a long-term substitute and guest speaker in the public schools. The Newcomer-ETEP program provides him the opportunity to be able to teach in our public K-12 schools.

Benefits to the Classrooms K-12

Eleven teachers in the Portland Public Schools have served as mentor teachers for Newcomer-ETEP students. These teachers have hosted the Newcomers-ETEP students for 10-14 weeks and modeled, guided, planned with, and provided feedback to the Newcomer-ETEP students as they began to teach. In interviews and e-mail questionnaires the mentors identified numerous benefits and challenges to having the Newcomer-ETEP students in their classrooms. The challenges will be discussed later in the paper. The benefits include the story of a unique synergy as a middle school social

studies teacher worked with his students to host a naturalization ceremony for new citizens of the US.

> Having someone in the classroom who was either an immigrant or refugee brought a richness to my social studies class which my students appreciated. The experience was especially relevant when we were studying immigration and both interns were able to bring their personal experiences to the unit. The highlight came when we hosted naturalization ceremonies during both Mahin's and Simeon's internships with Mahin's husband and Simeon's son becoming American citizens in our school's gym. The sixth grade students who were taught by Mahin and Simeon wrote how special it was planning and hosting a ceremony where relatives of their teachers become citizens. (Mentor interview e-mail response July21, 2002)

These were powerful stories for teachers, students, and the community. The local television station featured the naturalization ceremony on the six o'clock news and highlighted that the relationship of the teaching intern and her husband.

The other mentor teachers identified a number of strengths of the Newcomers-ETEP students including their high motivation, sophistication, awareness of world issues, and highly literate in three to five languages. Mentor teachers noted that Newcomers-ETEP students shared stories about their own culture and education system.

The Newcomer-ETEP students have prepared lessons during their internship that integrate their personal cultural experiences into the classroom curriculum. For example, one woman developed and taught a social studies unit for a first grade classroom that was

a simulation of a world tour including stops in the countries that were the homelands of students in the classroom - Vietnam, Somalia, and her own home, India. She brought students' family members in to class to share artifacts and family photos. The curriculum was organized around the early primary goals of understanding communities, how people live, and a basic introduction to climates and animal habitats. What the Newcomer-ETEP teacher brought to the classroom was the opportunity to look at the curriculum goals in a broader context, and provide material to compare and contrast how people live in different climates using Venn diagrams, charts, family stories, and actual artifacts.

One of the Newcomer-ETEP students provided cultural insights in her journal reflections that helped to educate her supervisor and mentor teacher about the needs of culturally diverse students in their classrooms. After attending student-led parent teacher conferences with native born and foreign-born students the Newcomer-ETEP student wrote,

> Several of the ESOL students did not come with their parents. I am going to find out Monday why they did not come. But I have kind of an idea why. They all did not get a good report card and they know that their parents would be very upset. The worst aspect was the language. We had two language facilitators to assist communication between teachers and parents; four of them (students) translated for their parents. It seemed such a large burden for them to have to do this, but yet they seemed to manage just fine. Actually some of them blushed when praised by the teachers and were too shy to tell their parents. This is a cultural difference since their

American peers were not at all shy about being praised, on the contrary they were very proud. (Seminar Journal, Nov. 2000)

The subtleties of cultural nuances can get lost in the daily business of schools and classrooms. Having teachers who are aware of these from personal life experience enriches the educational environment for all students and faculty.

Benefits to the Graduate Level Classrooms

The Newcomers-ETEP students have brought a richness of understanding to the graduate level classroom discussions as well. In the integrative seminar teaching interns raised in the United States have had questions about working with students for whom English is not their native language and working with the parents of these students. It has been a tremendous asset for these beginning teachers to turn to their classmates who are themselves English speakers of other languages and parents of children in the school system. The open dialogue in a trusting environment allows these beginning teachers to ask questions about discipline expectations, communication with parents, cultural expectations for gender roles, religious differences, and many other often un-discussed issues.

Graduate level course instructors were interviewed and e-mailed a questionnaire. Their responses included that Newcomers-ETEP students were able to bring an international perspective on schools and education.

The female students have come from extremely authoritarian societies - elitist, only a few make it - they understand the beauty and value of the

> American system of education. We wouldn't be able to have the discussions we do without the Newcomers-ETEP students. It gives us a deeper understanding of our own system as we reinvent American education. (instructor interview July 30, 2002)

The Newcomers-ETEP students brought insights into the structures of other languages and specific areas of difficulty for students learning English. "They helped the American students by describing their first language: alphabet, words, and made valuable contributions based on their knowledge and backgrounds that were related to the course exercises/discussions/topics." (instructor interview July 30, 2002) Having students in the graduate classroom who are members of cultural and linguistic minority groups changes the discussion. The graduate students can no longer talk about "them" or "those students" when they are physically present in the classroom embodied in their peers.

Challenges

The Newcomers-ETEP program, its students, coordinators, and mentors have all met and continue to struggle with many challenges. The program challenges each of us at various levels. It challenges the individual student's educational philosophy and understanding of ways of learning, it challenges the teacher educator's assumptions about how people learn and how best to prepare teachers, it challenges the hiring boards to broaden their understanding of good teaching, it challenges the policy makers to consider what policies may be screening out certain populations of potential teachers.

Standardized Tests

One of the most clear cut and well-documented challenges for minority teaching candidates is to pass standardized tests including Praxis I. In the Newcomers-ETEP program, of ten candidates, two passed Praxis I on the first attempt. Five have completed every other part of their certification and are still considered "conditionally certified" because they have not yet passed Praxis on the first and second attempts despite tutoring. One is retaking the writing section for admission to ETEP, and the remaining two have yet to take it for admission to ETEP.

The struggle for minority teacher candidates to pass standardized tests is well documented (Haney, Madaus, & Kreitzer, 1987; Heger & Engelhart,1991; Hood & Parker, 1989). In his article in the Chronicle of Higher Education, "Poor Test Scores Bay Many Minority Students from Teacher Training," Fields (1988) found that test results from nineteen states showed nearly thirty-eight thousand minority teacher candidates failed. Quoicho and Rios (2000) argue that, "A logical line of inquiry around this concern is the degree to which minority group people are involved in the construction and review of standardized teaching examinations" (p. 521). Others have called for a paradigm shift in the way that standardized tests are developed, reviewed, and account for the language as a source of measurement error to respond to ELL test takers (Solano-Flores & Trumbull, 2003).

Finances

Financial needs of Newcomers-ETEP applicants has proven to be an additional challenge in the design of the program. Candidates in the Newcomers-ETEP program have to have financial support to replace their lost earned income in order to attend the

program full-time. This is estimated at $20,000 per person to provide living expenses for their families. One student received living expenses for his family through a Department of Human Services re-training program. This identified need resulted in adapting the program to the two-year model that allows the Newcomer-ETEP students to be employed for three semesters in the schools and take a leave of absence for four months to complete the full-time internship in the spring of the second year.

At Newcomer-ETEP's inception, the design team devoted significant time and energy to identifying and applying for federal, national, and local grants. Local corporations were solicited through the Portland Chamber of Commerce. The Dean of the College of Education and Human Development at USM also agreed to cover tuition expenses with the support from the Portland Public Schools (PPS) of the one course a semester negotiated in the contract for PPS employees. With the award of the U.S. Department of Education Title III grant in October of 2002 the financial security of the program is assured for five years.

Educational Philosophies - Cultural Differences

Cultural differences are often subtle and may be confused with personality differences. Cultural differences arise in teacher preparation programs among our American born students as well from regional and socioeconomic differences. The data from the Newcomers-ETEP program is primarily from anecdotal observations from the program coordinator.

Some generalizations I would make are that all of the Newcomers-ETEP students were raised in authoritarian, traditional, delivery model schools. This is established through interviews conducted with the students for further research on philosophical change in immigrant and refugee teacher preparation (Ross, unpublished). The issues include educational philosophies, gender roles, having voice and representing their opinions in writing and orally, and taking initiative in internships in a hierarchical relationship.

This educational past influences the Newcomers-ETEP teacher candidates because it becomes their default mode of instruction when they are under stress as in the lead teaching of their internship. With close guidance they have struggled to implement varieties of instructional strategies in the internship. An area for further research is to follow these individuals into their classrooms after three to five years of teaching to examine what style of teaching and instruction they are utilizing in relation to the expectations of the school culture and programs.

The nature of reflective practice expected in the teacher preparation program has been initially problematic for each of the Newcomers-ETEP candidates, particularly in representing their opinions in writing in journal reflections. Four of the six Newcomers-ETEP candidates thus far are refugees from politically oppressive regimes, dictatorships, and war torn countries (Iran, Somalia, Sudan, Serbia). The other two females are from strongly patriarchal societies in which the role of women is to be diminutive in public settings. This became evident as the initial journals for course work were very concrete documentation of events that have taken place in the classroom without any reflection or opinions stated. The course instructor has had to directly prompt the Newcomers-ETEP

students to be reflective and form opinions through conversations and written responses to the journal entries. This is true for some American students as well, especially those who were schooled in the fields of science, math, and those who experienced more traditional delivery model educations. Even as progress is made in the journals to connect what they are observing in the classroom to their coursework and give opinions about what they think about what they are observing, the Newcomers-ETEP candidates have never committed to writing in a journal any critiques of the classrooms or mentors.

The issue of gender has arisen repeatedly as all of the Newcomers-ETEP students were raised in patriarchal societies. Four of the six Newcomers-ETEP candidates thus far have been women. This has played out in terms of taking initiative to ask questions in courses and of mentor teachers, in promoting themselves in job interview situations, and in relation to students. The coordinator of multicultural affairs for the school district who sits on the Newcomers-ETEP Steering Committee has mentioned the gender issue in relation to employment of the graduates. The three women who have graduated are employed in teaching positions as the two men are employed in consulting school/home relation positions. The three women were all willing to apply for and taught as para educators for a year after graduation before receiving teaching positions. The two men did not want to apply for such positions but rather applied only for lead teaching positions despite being advised otherwise.

The complex role of the student teaching intern in a mentor teacher's classroom is a challenging power dynamic for most student teaching interns. This is particularly true for the Newcomers-ETEP students who were raised in very hierarchically organized societies. One illustrative case took place in a high school science classroom. The

supervisor realized that the Newcomers-ETEP intern was mostly observing and helping students in small group lab settings but was not teaching to the large group. She talked with the mentor who expressed his wish to have the intern take more "initiative" in asking for teaching responsibilities and expressing areas of interest that he would like to teach. The supervisor talked with the intern who expressed that he was waiting for the invitation from his mentor to teach. He saw it as disrespectful to ask for time to teach. The cultural expectations were identified and openly discussed with the intervention of the supervisor.

In a similar situation the culturally different expectations of the role of the student were identified through a discussion between the intern and the supervisor. The Newcomers-ETEP intern who had taught in traditional, authoritarian, competitive schools expected the students to approach him if they had questions. In the schools in the United States it is expected that the teacher ensures that every student is understanding and learning by approaching the students and checking-in, especially during small group work like in science labs. Once this cultural difference was identified and made explicit, specific strategies and goals were set for the Newcomers-ETEP intern by the supervisor and the skill of approaching students was developed.

The cultural differences are varied, subtle, inherent in unspoken expectations. There is no quick fix, rather an approach of awareness and openness to discussions is needed to bring assumptions to the surface. This is referred to as culturally responsive practice in the literature and research on teaching in the K-12 schools (Gay, 2000; Ladson-Billings, 1999; Sleeter, 1992). It appears that the same issues and practices are relevant in the graduate school and adult education arenas.

University Teacher Educators - Coursework

The university course instructors have consistently said that the Newcomers-ETEP students are highly motivated and dedicated to learning. "Most will ask questions when needed and are eager to learn and please, approaching me in a most respectful manner." (e-mail response March 31, 2003) Instructors have also consistently said that writing academically in English, comprehension of extensive reading assignments, and use of technology have been challenges for each of the Newcomers-ETEP students. "They need support in their English and use of technology, such as Word, and Powerpoint." (e-mail response April 1, 2003). Suggested solutions include more preparation with technology, academic writing, more time for reading the texts, and possibly identifying translators for difficult concepts.

There are also more subtle challenges that are culturally based. One instructor said that Newcomers-ETEP students, "Aren't familiar with the give and take of discussion (I'm not sure how they felt in small group discussions - I need to get feedback in the future because I don't know how they felt)" (instructor interview July 30, 2002). The structures of the constructivist classroom in a program designed to prepare "reflective practicioners" is very different from the delivery model of teacher training that some of the Newcomers-ETEP students experienced in their home nations.

> (They may not) understand progressive education - child centered education (and) what stresses progressive education puts on how we raise our children and implications for the home context. There is the risk of preparing people to teach in a system that they do not believe in. They can adapt in relation to technology but may be unable to adapt their own

> philosophy. Students need an opportunity to confront their biases, articulate problem points, and contribute to democratic voice thru group discussion, journal, in different forums. (instructor interview July 30, 2002)

Previous research has shown that this adaptation to a new cultural philosophy may be very difficult (Carter and Doyle, 1996; Hollingsworth, 1989; Lortie, 1975; Richardson, 1996; Zeichner & Gore, 1990) however strategies such as reflective journaling and discussion along with first hand experience in progressive classrooms appears to have made a difference at least intellectually for the Newcomers-ETEP students.

Mentor teachers have also commented on their perception of how Newcomers-ETEP interns struggled with coursework. "Some of the courses were too comprehensive or accelerated for an in-depth understanding." "Students were tired trying to balance the internship with staying up late to understand class reading assignments." One of the course instructors recommended that additional tutors or translators be provided for the Newcomers-ETEP students to assist with comprehension of the coursework. Most of the Newcomers-ETEP students did meet with their course instructors after class and during office hours for additional help with coursework.

Preparation of Mentor Teachers for Working with Non-traditional Teaching Candidates

Mentor teachers in the ETEP program express their interest in being a mentor, their building administrator must recommend them to serve as mentors, and then they

may serve as a mentor for one semester at a time for which they receive $250-$300 and 45 re-certification credits. Eight of the eleven mentor teachers in the Newcomers-ETEP program were first mentors for ETEP and were specifically approached to be mentors for Newcomers-ETEP because of the perception of their affinity for working with the Newcomers-ETEP interns. The mentors have not received any particular training or support for working with the recent immigrant and refugee interns. All ETEP mentors are invited to participate in a mentor teacher workshop for a day and a half that explores topics of communication (Listening, Talking, Questioning) to promote reflective practice, identifying possible tensions (different working styles, sense of timeliness, organization, etc.) and use of observation protocol. Only three of the eleven mentors for Newcomers-ETEP have attended these workshops.

In interviews and e-mail surveys with three of the mentor teachers they identified the following challenges working with Newcomers-ETEP interns: language, educational philosophy, classroom management, balancing coursework and teaching.

Language: Mentor teachers reported that, "It is more work having a Newcomers-ETEP intern because their first language is not English." "Some students reported difficulty understanding the interns." As the coordinator, I know that some teachers who were approached to host Newcomers-ETEP interns chose not to because of their concern about the accent and imperfect grammatical structure in spoken language, especially with primary grade students. As a supervisor my observation is that students adapt to the accent and understand the Newcomers-ETEP interns faster than the adult teachers do. For example in a high school science class a Newcomers-ETEP intern was explaining a

lab procedure in which students were to swish their mouths with salt water for 30 seconds, but he said 30 minutes by mistake. There was a spontaneous, chorus of groans from the class and he quickly corrected himself. However, this illustrated that the students were easily able to distinguish subtle language differences. In a second grade classroom, an Newcomers-ETEP intern was reading a story to the class about a bear in a cave. She said beer in the cave and the students laughed and corrected her. The mentor teacher however was quite concerned and used this as an example of numerous other subtle language changes. Some teachers have raised the concern that it is important to have a native English speaker for students, especially in the primary grades where students are learning letter/sound relationships like various consonant blends. This is an area that we need more research and evidence and even then it may be a very individualized situation depending upon the degree of accent of the Newcomers-ETEP intern and on the receptive language skills of the students.

Educational Philosophy: The mentor teachers reported that, "Sometimes it can be frustrating because they (Newcomers-ETEP interns) don't see it the same way as American educated teachers. I see education as a process while the intern was more concerned with product; we help each other to understand another way of thinking and doing, but it takes time." For example, "The Newcomers-ETEP would do work for the children." The Newcomers-ETEP students all experienced traditional, didactic, drill and skill education in their own K-12 schooling. They intellectually can talk and write about the benefits of a constructivist curriculum in which students have freedom to think and

question, however the influence of their own schooling still appears to have a strong influence.

This is confirmed in the research that the greatest influence on teaching style is what one experienced as a student. Many studies have documented the strong, persistent, influence of pre-training experiences on beginning teachers (Carter and Doyle, 1996; Hollingsworth, 1989; Lortie, 1975; Richardson, 1996; Zeichner & Gore, 1990). Prior beliefs and attitudes provide the schemata through which prospective teachers experience their teacher preparation programs (Aitken & Mildon, 1991; Calderhead & Robson, 1991; Weinstein, 1990). Several studies suggest that teacher education courses have little effect on the prior beliefs (Britzman 1986; Bullough, 1989; McLaughlin, 1991). These studies examined university based courses as opposed to school-based internships which are, "one of the most explicit and direct socialization mechanisms used to induct teachers into the profession"(Zeichner & Hoeft, 1996). This is another area that will need additional research to see if prior schooling experiences can be overcome and if so what activities show the greatest success in overcoming these prior experiences.

Classroom Management: Most teaching interns and beginning teachers struggle with classroom management. However, as the coordinator I have observed that the Newcomers-ETEP interns, as a group, have had a greater challenge with the democratic classroom management than the ETEP interns in general. Mentor teachers who have mentored both Newcomers-ETEP and ETEP interns report that Newcomers-ETEP interns, "Experience some difficulty with classroom management." This varies by individual personality, gender, and cultural background. For example, the woman from

Serbia struggled throughout her internship to be authoritative with first graders. The man from Sudan who had a large physical presence but was soft spoken had no management concerns early on in his internship in the middle school. The woman from Iran, when coached by her supervisor, had a strong authoritative voice. The woman from northern Pakistan struggled throughout her internship with classroom management in the second grade classroom. As the supervisor, I have found a greater persistence of continued struggles with classroom management, even with explicit interventions, than with most ETEP interns in general. However, there are a few ETEP interns born and raised in the states who had similar struggles with classroom management so it is difficult to parse out what is culturally influenced and what is a result of individual personality and upbringing.

One mentor teacher concluded his e-mail response with, "Mentor teacher should be patient and aware that more time and effort will be needed to assist Newcomers-ETEP students but it is worth it."

Employment, Interviewing, and Hiring Boards

Finding employment as full-time classroom teachers has been a challenge for graduates of the Newcomers-ETEP program. The two graduates from 2000 worked for a year as para professionals and then received lead teaching positions in ESOL classrooms. Of the two graduates from 2001, one returned to his position as a parent/community liaison through the grant funded multilinugal center. The other worked for a year and a half as a para professional before earning the position of coordinator of Project Safe and Smart, and federally funded after school program. The graduate from 2002 also returned

to his position as a parent/community liaison through the multilingual center. None of the graduates have found teaching jobs in the mainstream classrooms for which they were prepared. This is in part because only one of the graduates from 2001 holds a provisional teaching certification because of passing Praxis I. The other four graduates all hold a conditional teaching certificate, which is less marketable as school accreditation is linked to the certification levels of teachers.

This experience unfortunately mirrors that of much of the research.

> "Barriers to teacher certification include negative perceptions of the profession, inequities in testing and admission into teacher education, and the incongruence of minority group preservice teachers' experiences with traditional teacher education curriculums. Once minority group members have their credentials, they face discrimination in employment practices, culturally discontinuous school climates and taboos about raising issues of racism, lack of promotion opportunities, and failure of others to recognize their leadership skills. (Quiocho and Rios, 2000, p. 522)

> In a London study of 2,400 teachers 13.3% of Black teachers were unemployed for longer than one term, as opposed to 0.7% of White. Although Black teachers studied were more qualified in terms of educational level, 21% had to first serve as substitute teachers, and 8.8% were still substitutes after their first year of teaching (as compared with

1.3% of White teachers). (Barr, 1991 as cited in Quiocho and Rios, 2000, p.508)

The Newcomers-ETEP Steering Committee has frequently taken up the issue of employment and has identified several needs and possible strategies. The needs include interview training for the Newcomers-ETEP graduates. As one member stated, they need to learn "flagrant self-promotion" which is culturally distinctive to the interview expectations for schools in the United States.

Another need is for review of the hiring process for sources of bias and education of hiring boards to broaden the perspective of what 'quality teaching to reach all students' may include and to be aware of their own possible biases in the interview process. Again, the research confirms the need for education of hiring boards. Brar, 1991 found that, "The decision makers were not aware of their biases against hiring Black teachers...posed difficulties in that they did not speak "proper" English." (as cited in Quiocho and Rios, 2000, p.508) The Newcomers-ETEP program has identified this as a goal but has not yet developed a plan for how to address the need.

Conclusion

This paper offers a program model of how to recruit, prepare, and retain minority teachers that shows promise and hopefully has inspired those working for educational equity. The successes and challenges of the Newcomer-ETEP students contribute to the research on minority teachers in some ways confirming the struggle to pass standardized tests, the potential strength of influence on students, and the challenge of hiring. The

results are also uniquely different because of the unique challenges and experiences of immigrants and refugees from cultures that are different from those commonly identified as minority in the United States (Hispanic and African-American). The teacher candidates from the immigrant and refugee communities tend to hold teaching as a profession in high regard. They tend to have great faith in the promise of education for a better way of life and the American dream. They tend to have confidence in their ability to work hard and master university courses.

The experiences of the individuals interviewed along with a review of the research, highlight what may be institutional and systemic challenges that need to be addressed by teacher educators and policy makers. These systemic challenges clearly include the obstacle of standardized teacher tests like Praxis I, as well as hiring practices and possible biases of interview committees.

Some of the other challenges are embedded in the interactions of individuals and may be more clearly addressed through the understanding of sociotransformative constructivism and the design of the program curriculum. These include the cross-cultural communication and expectations needed between mentors and interns. Classroom management is another area particularly influenced by individual experience and beliefs in social contexts. Classroom management is an area that is filled with the implicit expectations of teachers, interns, and every student in the classroom. Future research could investigate if discussions facilitated in the university coursework and in reflective conferencing with the mentor teacher, supervisor, and interns framed with the goal of social justice may be able to transform classroom management practices.

It will be interesting to follow the graduates of the Newcomer-ETEP program into their own classrooms to see how they blend their life experiences with the models of their teacher preparation program and to see how they respond to the growing diversity of the student population.

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